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Graduation Issue 1996

Musket

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Enjoying the beautiful weather and the end of classes, seniors sign yearbooks in the quad.
photo by Joe Yoon

Council to present "1996 School Improvement Plan"

by Kurt Kastorf

The LHS School Council has completed the "1996 School Improvement Plan" and will present it to the School Committee. The plan, which outlines goals for future changes at LHS, is expected to be approved without controversy.

The Massachusetts Education Reform Act of 1993 requires that a plan for school improvement be drafted annually and approved by a town committee. In Lexington, the task of writing the report falls on the LHS School Council. It includes ideas from several other boards, including the Principal's Instructional Council, the Student-Faculty Senate, and the PTSA. The report deals with many of the major issues facing students and faculty. It highlights eight specific goals and suggests strategies for achieving them.

Goal I: To develop academic standards and curricula that will assure all students' acquiring basic competencies as they strive for excellence. The academic achievement section of the "School Improvement Plan" outlines new course requirements for the class of 2000. The plan proposes to up the graduation requirement from 88 credits to 104. Four years of English, social studies, science, and math will be required of all students. Principal Philip Lanoue expects the requirements to be "rigorous and [to] establish a new standard of excellence." The new credit system should have no effect on current high school students. Even if it did, only one quarter of current students students would need to change their schedules to meet the proposed changes.

Goal II: To develop a new administrative structure which will facilitate learning and communication. The plan dictates reorganization of duties assigned to the assistant principals. One principal will devote his or her time to ninth grade. According to the plan this administrator's duties will include "various kinds of outreach to eighth grade families and middle school teachers..." One assistant principal will focus on special education, and the remaining two will concentrate on grades ten through twelve. The plan also calls for new attendance procedures, but the specifics are not made clear.

Goal III: To improve school security by defining expectations and clarifying and communicating existing rules and regulations. The School Council proposes that open campus policies be reviewed. It also recommends an integration of Lexington police into the school security program. No details are stated in the plan. If approved by the School Committee, the School Council will create boards to consider specific policy options.

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This team has more (All-)Stars than the Milky Way. *Page 12.*

New election process proves successful

by Margot Minardi

On May 15, the Student-Faculty Senate Elections Committee coordinated the first school-wide student elections after the passage of the Election Reform Bill. Freshman, sophomores, and juniors cast ballots for class officials in the main hall during the day, rather than in homeroom, where voting has occurred in the past.

In all, 560 students voted in elections for over 80 positions on Class Council, Senate, and other organizations. According to the Elections Committee, 42.1 percent of the Class of 1997, 58.4 percent of the Class of 1998, and 54.0 percent of

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Buchanan protest declared legal

State finds no school wrongdoing

by Owen Patrick

Recently, the Massachusetts Office of Campaign and Political Finance (OCPF) found that the Lexington School System violated no laws in allowing students to organize a political protest against Presidential candidate Patrick Buchanan. The issue was whether students illegally used Lexington school funds and resources in preparing a protest against Buchanan.

On March 2, about 400 people attended Buchanan's speech and rally on the Battle Green. As many as half the people in attendance may have been protesters; many of those protesters were LHS students. Although there was plenty of booing and unruly behavior at the rally, the legality of the students' protest was never in question, despite the fact that Buchanan supporters challenged the lawfulness of its preliminary organizational stages.

Specifically, Buchanan campaign officials questioned the use of the high school public address system to publicize the event. Buchanan officials charged that the PA in a public school should not be used to spread political propaganda. According to the OCPF, such political messages are only illegal on PA systems if the other side is denied the right to speak.

In the LHS case, no pro-Buchanan announcements were turned down, so the morning announcement was perfectly legal. School officials maintain that the announcement simply stated, "Come to G-Caf to plan a counter-rally against Buchanan." The message conveyed nothing politically charged, the officials noted, adding, "It was entirely up to students whether they went [to the meeting] or not."

Others in the Buchanan campaign charged that school faculty assisted in organizing the students and that students used school materials to make anti-Buchanan signs. Investigators found that approximately 50 students attended the meeting, where no faculty or adults were present. Several students conducted the half-hour meeting. The meeting's leaders encouraged students attending to make placards showing their support of liberal ideas. They stressed the importance of non-violence and civility.

Participants in the protest said no signs were made at the G-Caf meeting and that no school supplies were used. Several students presented investigators with sales receipts for sign-making materials they had purchased with their own funds. The OCPF declared that in preparing to protest, the students remained fully within parameters set by state and federal law.

Lexington Superintendent of Schools Jeffrey Young met with Buchanan officials shortly after the rally to hear their concerns. He was "pleased" with the report issued by the OCPF. Despite the Buchanan supporters' request that the United States Attorney General look into the matter, Young feels "the students'... rights to engage in lawful activities... have been protected." Buchanan supporters say they will continue to pursue legal action.

Omer Trajman, Adam Mitropoulos, and Adam Jette prepare for West Side Story. See story on Page 3.
photo by Joe Yoon

The National Science Olympiad Team poses in front of the Big Chicken, the team's unofficial mascot.

photo by Missy Carpenter

Science Olympians reach for team gold in Atlanta

by Dan Shiau

After grabbing first place at the State Science Olympiad, the Lexington High School Science Team, led by co-captains Alan Wu and Jean Park, travelled to Atlanta to compete at the National Science Olympiad. The competition was stiff, as the 51 other top teams from around the nation also gathered to battle for the much coveted title. After the smoke cleared, Lexington finished as 20th place overall.

In many ways, one could describe the LHS team as the "phantom team." Not only was Lexington the only team present that was not acknowledged at the opening ceremony, but also, despite strong performances in several events, Lexington received medals for only three events, hardly creating a ripple at the competition. Wu and Margot Minardi (along with her sultry power shoes) placed third in "Water Quality," an event in which teams must analyze water samples for pollutants and a wide spectrum of aquatic bugs and answer questions about water pollution.

Jacob Krich finished in a respectable fifth place in "Periodic Table," a test of trivial knowledge of all the elements. In the trial event "Chemistry Clue," Krich and teammate Mike Hemond won third place, although the performance did not count towards the final overall score. Events which did well enough to earn the team several points, but not well enough to receive medals included "Bio-Process Lab," "Qualitative Analysis," and the team's "Scrambler," a device which attempts to get an egg as close to a wall as possible with energy from dropping a two kilogram mass.

"You are not bitter, deceptive, or petty."

-Science Olympiad Team fortune cookie

In between trips to Radio Shack to purchase parts for the electronics and engineering projects and to the Atlanta Botanical Gardens to study trees of the Southeast, the students had the chance to visit the Big Chicken KFC in Marietta, CNN, scenic elevators of Atlanta, and Payless Shoes.

Considering the fact that the trip was Lexington's first ever to the national level, the majority of the team was satisfied with the overall performance. True to a fortune cookie eaten at the team Chinese dinner, the team was not "bitter, deceptive, or petty." It was also agreed, however, that the team had several areas which needed improvement. Despite the loss of seven important seniors next year, Science Team coach Scott Carpenter is hopeful for the coming year, stating that "our strength lies in our juniors."

Discussions and recruiting have already begun for next year's team, which is predicted to make another trip to the national competition. With the experienced core of the team returning, along with new freshmen and recruits, it is hoped that Lexington's "phantom team" will return to the national competition making tidal waves instead of ripples.

On Lexington's Nationals team this year were Christine Chiou, Phil Davis, Tim Dunn, Saro Getzoyan, Hemond, Dave Kong, Krich, Jason LeeKeenan, Megan Lo, Minardi, Mandar Muzumdar, Park, Dave Schwartz, Dan Shiau, Sheaumei Tsai, Kai-Jae Wang, and Wu. Carpenter and his wife, the ever-patient Missy Carpenter, accompanied the team to Atlanta as coaches.

LHS has a plan

School Council details eight goals

Plan - from Page 1

Goal IV: To develop a coherent and comprehensive drug and alcohol policy. Goal IV calls for a re-write of existing drug and alcohol policy. It also suggests increased communication of procedure to students, teachers, and parents and larger community involvement in discouraging the use of drugs.

"The plan is a good working document, but it is only as good as how we are able to put it into action."

-Principal Philip Lanoue

Goal V: To continue to encourage integration of appropriate technology into all areas of learning. The council suggests the creation of a plan to ensure access to technology by all students. The plan would include integration of community resources and the training of staff members.

Goal VI: To improve relationships among our diverse populations, enrich the curriculum, and promote responsible and respectful behavior toward one another. Strategies include addition of materials "pertaining to diverse populations" in class curriculum, establishment of activities that explore global issues, and hiring of staff from minority populations. Principal Lanoue expects that "at least four or five new staff members to be hired over the next four years" and hopes these teachers will be of diverse ethnicity. This number does not include new staff that will replace retiring teachers, offering more room for minority staff at LHS.

Goal VII: To develop a plan for building renovations to meet the increasing enrollment and changing curriculum needs. Many structural changes may be made to LHS. Addition of laboratory space, improvement of paved areas, modification of the library media center, and renovation of the locker rooms are all possibilities. The school might also change the house configuration to create a "centralized professional space for all teachers."

Goal VIII: To improve communication throughout the Lexington High School community. The school will continue to work on improving the communication system at LHS. Technology will be used when possible to disseminate information. The Guidance and Counseling Department will evaluate its current services, and collaboration among teachers should increase.

Even in its final form the "School Improvement Plan" remains vague. Panels will address unclarified issues once the bill is approved. According to Principal Lanoue, "...the plan is the result of a lot of work. It is a good working document, but it is only as good as how we are able to put it into action."

1996 student election results

Elections - from Page 1

the Class of 1999 cast ballots. The Senate passed the Election Reform Bill last year as a fairer, more democratic, and more real-world alternative to homeroom balloting. The complete results of the student elections follow.

Senate: Class of 1997: Jack Hamilton, Jesse Herman, Jake Kissel, Bob MacLean, Robin McManus, Secretary Alissa Roeder, Sarah Schlein; Class of 1998: Moderator Tim Attanucci, Andrew Bechtel, Teddy BenHarav, Caroline Kim, David Lee, Alice Lin, Chris Van Nostrand; Class of 1999: Jonathan Amar, Abbe Barg, Taylor Carroll, Claire Cuno, Jason Hirschhorn, Ami Karkar, Heidi Manschreck.

Senior Class Council: President Sarah Day, Vice President Annie Tsang, Treasurer Janine Geller, Secretary Amy Seaquist; Members Jed Berger, Cristina Chapman, Andy Diamond, Andrew DuBeau, Emily Edmonston, Bobby Fleiss, Peter Groblewski, Charity Hobbs, Dave Kong, Felicia Kuo, Robin McManus, Jon Mandle, Tessa Randall, Lawrence Randolph, Katie Shea, Chi-An Wang.

Junior Class Council: President Rasheed Townes, Vice President Alice Lin, Treasurer Emily Razzano, Secretary Leslie King; Members Tim Attanucci, Brooke Coffman, Sarah Dailey, Tovah Day, Lauren Floro, Ethan Fried, Caroline Kim, David Lee, Michelle Muccioli, Dan Myung, Kerry Needham, Andrea Pawliczek, Katherine Rose, Maria Stavropoulos, Erik Wang, Caitlin Wolf.

Sophomore Class Council: President Jonathan Amar, Vice President Taylor Carroll, Treasurer Michael O'Connor, Secretary Christie Ludwig; Members Maggie Allan, Kelly Archidiacono, Paul Bovet, Sarah Cahill, Claire Cuno, John Erickson, Amy Gillis, Anuradha Gokhale, Carolyn Grunst, Suparna Gupta, Jason Hirschhorn, Ami Karkar, Avital Levy, Chris Nasson, Larissa Rochford, Adriana Schick, Jeremy Singh.

Board of Appeals: David Abrons '97, Ram Gowda '98, Suparna Gupta '99. School Committee Representative: Allison Stebe '98. Principal's Instructional Council: Samantha Pearlman '97. Greater Boston Regional Advisory Council: Sarah Chandler '97, Tessa Randall '97.

Newly elected Senior Class Council member Chi-An Wang guards future Senior Class President Sarah Day from throngs of enthusiastic supporters.

photo by Joe Yoon

On behalf of the Lexington High School community, the *Musket* extends best wishes for a happy retirement and hearty thanks for years of dedicated service to

Mr. David Judson Olney,

the chemistry teacher formerly known as DJO.

Journalistic integrity prevents us from revealing our sources, but suffice it to say that the Musket*'s Deep Throat has a Southern accent and suspicious connections to the Kremlin.*

Sounding off about the SPL

One angry and vindictive senior discusses her parking lot peeves

I drove around for half an hour today, searching for a place to park my Jeep. My Jeep (or "Old Smoky," as it is fondly referred to) has been a parking lot veteran for four years now. Four years. There are four stickers on the back of my car, and I still can't find a parking space. Through two generations of DiLunas, my car has endured hundreds of miles circling that God-forsaken seagull graveyard, yearning for a place to rest its weary bones.

Its brakes are wearing thin, its windshield wipers squirt out onto other cars (or people), and its transmission is completely shot. Why? Because some sophomore driving Daddy's brand new Explorer has smugly ensconced herself in the parking space that would be mine. I would have a better chance of finding a parking space a week before Christmas at the mall, on a day when naked Victoria's Secret models were handing out free teriyaki chicken samples in the Food Court. That'd be a piece of cake compared to double lunch at LHS, with or without naked models.

Why am I so bitter? After all the lacrosse balls that have pelted my roof and the glass bottles that have found themselves underneath my tires, should I still have to endure the hazards of the "creative parking" that ensues once a dusting of snow has covered the lines that mark the spaces? Why should I receive a "warning" every time that I am forced to park on the grass because everybody and their uncle are allowed a parking permit? Let's envision a world where (gasp) sophomores aren't allowed to bring cars to school. Let's free up 20 or so parking spaces so that frustrated upperclassmen don't have to park on top of the field house. The solution is as simple as restricting the allotment of parking stickers.

In addition, fewer cars would reduce traffic, thus reducing the risk of instant death that comes with innocently wandering through the parking lot. As senior pedestrian Monica Roy states, "I hate that [expletive] parking lot! If I'm not getting flattened by some maniacal utility vehicle, I'm being inundated with flying water balloons.... It's enough to make me just skip school and go to the beach!" Despite strong-arm security measures, the "SPL" has become a dangerous place to be, especially for a sophomore parked in my favorite space.

-Amy DiLuna

Now that it's over: On memory

Three hundred forty-nine students thinking they know, feeling they are now, finally, what they are meant to be. After 13 years of wet wool in the halls on winter days. After cuts and bruises slowly yielding to a deeper kind of pain that can not disappear with a kiss and a band-aid. And days during those years, strings of days, when a reason to wake up and prepare a face is all we want.

We meet on a great football field. We come to dedicate a portion of our lives with a handshake and a smile. And even in these passing moments, I doubt that we will be focusing on the present. Maybe the present will hold us for the 15 seconds when we are the center of attention. But directly before and directly after, we will be remembering and wondering. Wondering where that boy will be in 15 years. Remembering the first time you touched her hand and through your hand something was transferred. Knowing that you have done nothing to deserve your parents' care and dedication.

A part of us will die in the reflection when we realize that the end of high school must mean that another beginning is fast approaching. Time and experiences decide what is expendable and what is unforgettable to each of us.

We do not live graduation day in the present. It is a day of the past and the future. We reflect on the days in the past when we were being and living because the living spared no time to look around. Everything was in the instant and for the instant. There were enough of them to prevent speculating. Time will race again once this day disappears from immediate memory into the jumbled mess of incidents and insinuations.

Our lives flash before us on this day of reflection, much as they may when death is near. A part of us will die in the reflection when we realize that the end of high school must, according to the cycles of life, mean that another beginning is fast approaching. Because there is only so much we can remember, time and experiences decide what is expendable and what is unforgettable to each of us.

I remember a boy at camp writing in the final camp journal that all farewells are catharses because we cleanse ourselves of our emotional baggage and can start anew. I was not sure what catharses were at the time, but they sounded so wonderful then, as if the author knew what I felt without my knowing what I felt. He knew then what I would understand many years later. I have forgotten his name and even the faces of those I thought I loved, or loved once. I rendered his idea worth saving.

-Christopher Amar
May 31, 1996

The public school assembly line

Explaining Senior Slump, that perennial public-school pest

"Oh yes... I just need until January and it will all be over; I can finally relax." This had been the thought running through the minds of seniors until college application deadlines came around. Unfortunately, when I finally did make it to January, I discovered the awful truth... that things are not all over. I had papers to write, pictures to take, tests to study for, rehearsals to beat, friends to spend time with, and jobs to work.

And I am sure that if you add games to win, practices to attend, projects to finish, trips to take, and a few million other activities you could cover the spectrum of all the events going on by the Class of '96. So just as teachers and underclassmen get annoyed by "slumping seniors," we seniors get annoyed by the thought that seniors do nothing (excuse the assumption).

This leads into the main point of all this: We as students do not come to this school for an education. Instead, we come here to get grades, or hang out with friends or because state law requires it, or just because. For if we come here for an education, there wouldn't be a senior slump. We would still be motivated to read to write to learn. But for most of us the past four years has been like racing a stream of mercury down a steep hill trying to get the best grades, beat the best teams...

The phenomenon of Senior Slump will be a continuing tradition until major changes occur. The main problem that affects LHS is that so much of the student body got into and was competitive about its colleges. Thus, until the "science" of college applications is changed in major ways, there will always be competition to get the best grades. With all the curricular and schedule changes forecasted for the coming years, LHS could make a bold move and abolish the grading system for a written evaluation system. But that would be too ideal, and at the rate change is accepted around here, we might have a better chance seeing a Boston sports team win a championship before any substantive change occurs at this "liberal" school.

-Joseph Yoon

THANK YOU

The *Musket* exists this year thanks to the efforts of over 100 people. We particularly appreciate the generosity of Mr. Nam Soo Myung, for use of his office, and Amy DiLuna and Katie Gross, for a *few* of their pictures.

OK, bye...

Horowitz and Shei, the twin towers of power, have accumulated a wealth of information in our four years at good old Lexington High. Just think of us as your guidance counselors, only younger and much suaver. So what do you need to know? Here goes:

Alliance Security doesn't check parking stickers... except on Wednesday. It's impossible to pull off a prank in Mr. Rahman's class on April Fool's day, especially after that "water gun" incident a few years ago. Despite what Mr. McCants says, he is really taking a leave of absence to write the long-awaited sequel to "Much Ado About Prom Night" called "Off Like a Prom Dress." If you want to hang out somewhere during your free block, don't go to the library now that the librarians prohibit talking louder than ten decibels. The smoking corner used to be cutting-edge, but after Matt Kishlansky's article on the smoking corner, it's out. We recommend the fallout shelter; it's the new rage. Just be careful when you walk by the smoking corner; it's a war zone.

For your mythology papers, just stick in the word "liminality" a few times, although we're still not sure what it means. Sorry, Doc Fiveash. The same applies to an essay for Mr. Steele's English class, except "sex" is the key word here. If you don't know what you're doing, the best way to beat the SAT is to randomly fill in ovals. Hey, it worked for Jacob Krich. Horowitz and Shei have had mild success with this method in physics class. In case any incoming freshmen are reading this, the bathrooms are all located upstairs in H-house and the school swimming pool is just behind K-house. Kiran Raj tells us, based on his personal experience, not to mess with these people: Kate Peltz, Mr. Stuhr, and Dr. Shohet... or Doc Shohet's cows.

Public Service Announcement: LHS has an emergency action plan in case of emergency where gym teachers seal off all entrances/exits to the school. The high command, i.e., Lanoue and the four housemasters, use the main office as headquarters. Marx and Michaelson said that vandalism is legal under the stairs in G-house. That's the reason Nick Rose hasn't been hit with a detention in his four years here. The secret to drawing perfect Rahman circles is that it's all in the elbow. Results are in for the gym all-star balloting. Almost unanimously, the voters selected Margot Minardi, proving that Step Aerobics is the most popular sport at LHS. We suppose that it's because LHS Ping-Pong is on the decline.

Sophomores, pick two out of the three: Schwartz, Maier, or sleep. Upper-class study halls are a perfect place to practice your forgery skills, right Chris Manschreck? Since nothing ever happens at LHS, the *Musket* has to predict what will happen in the future; it relies on 1-900-PSY-CHIC. LHS does not have a Unabomber but it has a Unastalker, so watch out when you are on the bike path. Leave a check for $20 for Shei and Horowitz in the *Musket* box in the SAC, and we will reveal to you who he is. The librarians get mad if you watch MTV in the Writing Workshop. Earth Science is the greatest. Where else can you learn about rock groups like igneous, metamorphic, or The Doors? Three years after Dan and Dan predicted the return of Phil Geiger on Judgment Day, Shei and Horowitz have unearthed new evidence that it is Mr. Latham who will return on Judgment Day. Better watch out, Jon Plumb.

Although it was previously "recommended" as a way to spend your free time, pulling fake fire alarms is now out. This recent epidemic has caused too much class time to be lost (heaven forbid). However, phony civil defense drills are in coming. We'll need the practice now that Rahman has the launch codes. No doubt, this is due to subversive activity from Leon Trotsky fan club members Adam Bund and David Myung -- it's the glasses... and the hair.

Now that Kiran Raj is graduating, a new manager of the F-caf after-school gambling club is needed. Applicants should demonstrate ability in shifting the cut, stacking the deck, and bottom-dealing. Applications can be picked up in the SAC from Mr. Dulong. Since Phil (Oliff) is graduating, Phil (Lanoue) is sponsoring a look-a-like contest. The winner gets to be principal for a week. Don't try to hustle Mrs. Masselam in Hearts. Although she may look innocent, she put two kids through college with her earnings. Andrew Merseth found this out the hard way. Always tie in "The Simpsons" to your thesis statement and Mr. Steele will give you a good grade on your essay. This also works on Dr. Fiveash for Mythology class. Speaking of Mythology class, the best day is when you get to sacrifice a few sophomores to Zeus.

A source close to Mrs. Masselam has discovered Mr. Olney's middle name. We are not supposed to leak this information to the public, but what the hell? DJO stands for: David [SEE PAGE 2] Olney. The Amar Dynasty remains strong. Anyone who will be attending school in the Northeast next year: we'll be sun-bathing while you shovel yourself out of two feet of snow. Don't worry if you're going to Hah-vahd, you can always call up Matt Kishlansky at 1-800-PLOWMAN. Dan Marx and Josh McCarthy have been looking for that fool called Raj since Kiran's freshman year, so if you ever see shoes and a hat flying from behind C-house, it's Raj getting assaulted again.

We will miss former Assistant Principal Robinson's starting off the day with "Attention on the beach." We would choose that over Kishlansky's "Good morning, LHS" *any* day. If you have not been embarrassed in this article, it's because we ran out of space. OK bye.

-Mike Horowitz and Kenny Shei

Names and Places 1996

The Musket *staff made several attempts to contact all members of the Class of 1996 regarding their "places" for next year. The following is a complete list of all graduates, including the future plans of those who responded to our inquiries. We sincerely regret any errors or omissions.*

-A/B-

Lindsey Allen	University of New Hampshire
Christopher Amar	Harvard University
LaKenya Janeen Anderson	North Carolina Central University
Lili Anderson	Williams College
Danielle Austin	
Ceylan Ayasli	Massachusetts Institute of Technology
Kimberly Bacon	Simmons College
Kerri Bailey	Wheelock College
Erin Baker	Mount Holyoke College
Panchalee Banchongmanie	Simmons College
Kimberly Barnes	University of Rhode Island
Deborah Barrett	
Paul Barstow	Quinnipiac College
Genevieve Bartels	Boston College
Nicholas Allyn Bartlett	Pomona College
Andrew Benedick	Northeastern University
Maria Bennani	George Washington University
Stefanie Berman	Duke University
Jeremiah J. Bernstein	
Matthew Billmers	University of Massachusetts at Amherst
Shannon Nora Biron	University of Massachusetts at Amherst
Rahul Biswas	University of California at Berkeley
Andrew Blessing	University of Vermont
Emily Blumsack	Columbia University
Lisa Bonanno	Bentley College
Katherine Bowes	Providence College
Clifford P. Brangwynne	Carnegie Mellon University
Kathleen Brennan	
John M. Bresnihan	Boston University
Adam Bund	Duke University

-C-

Stephen Callerame	University of Illinois at Urbana-Champaign
Allyson M. Cavaretta	University of Notre Dame
Marisa Centrella	Bentley College
Marilyn Joyce Champney	Boston University
Eling Chang	Princeton University
Ray Chang	Union College
Tiffany Chang	University of California at Berkeley
Hon-Han Chen	Boston University
John V. Chisholm III	University of New Hampshire
Michelle Yein Choi	Johns Hopkins University
Josephine Chu	Harvard University
Brian Claise	Georgia Institute of Technology
Mira Clark	One-year sabbatical in Italy
Sarah Clark	Colorado College
Sharonda Clark	Tuskegee University
Daniel Clarke	Salve Regina University
Margaret A. Cohen	University of Vermont
Amar Colakhodzic	Clark University
Adam Colangelo	University of Hartford
Peter M. Cole	Oberlin College
Stephen Cole Jr.	
Michael T. Connors	
Cara Consilvio	University of California at Berkeley
Michael Corbin	University of Massachusetts at Amherst
Thomas F. Costello	
Catherine Coueignoux	Williams College
Marisa Cravens	Columbia University
Shannon D. Crocker	Boston College
Matt Curry	Loyola College

-D/E-

Sean D'Abbraccio	Boston University
Eric Michael Dahlbom	University of Massachusetts at Amherst
Erika Ann Dahlin-Lee	Wellesley College
Katy Jo D'Ambrosio	Salem State College
Lisa Marie D'Antuono	
Michael J. Danziger	
Barry S. Darville	Boston University
Phil Davis	Brown University
Ans De Brouckere	Rutgers University
Wanda Ivette De Jesus	
C.J. De Matteo	University of Massachusetts at Amherst
Deborah Dennison	
Kristina DiStefano	Merrimack College
Katherine Mary DiGesse	
Amy DiLuna	Dartmouth College
Michael Di Mascio	Vassar College
Apo Dudumian	University of Massachusetts at Boston
Sam Duff	Salve Regina University
Edward S. Duffy	College
Allyson R. Edelstein	University of Vermont
Casey Edwards	Savannah College of Art and Design
David Eisner	Carnegie Mellon University
Taryn Elacqua	Saint Michael's College
Susie Eustis	Rochester Institute of Technology

-F/G-

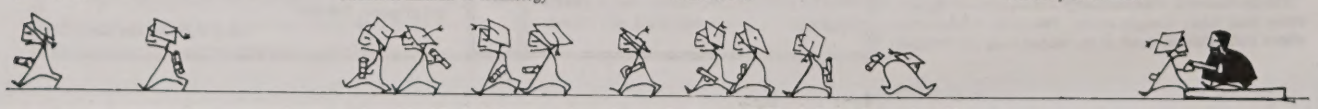
Fabiana Fagundes	Massachusetts College of Art
Lily Filip	Williams College
Matt Finkelman	Columbia University
Adam Fisher	Harvard University
Benjamin Fitts	Bowdoin College
Lorna D. Flowers Buchanan	
James A. Fogg	University of Massachusetts at Lowell
Kristen Fraser	
Louis B. Frketic	
Amy-Lyn Gallagher	Middlesex Community College
Damon Gaumont	
Talin Getzoyan	Boston College
Laura Ginns	Georgetown University
Carolyn Glabe	Georgetown University
Flavia Gnecco	Rhode Island School of Design
Amy E. Goetz	University of Massachusetts at Amherst
David A. Gomes	
Lisa Gordon	Colby College
Shani Graham	Boston University
Katherine E. Gross	Washington University
Rebecca Gross	Carleton College
Michele Marie Guinane	Babson College
Sheila Guzman	

-H-

Petra Hagenah	Rollins College
Sharmin Hakim	University of Pennsylvania
Lakeija Hall	Boston University
Ethan Handwerker	University of Massachusetts at Amherst
Md. Emdadul Hannan	
Alex Hart-Malloy	University of Massachusetts at Amherst
Alyson Harvey	Providence College
Alison Haskell	Rivier College
Kairi L. Heflin	
Michael Hemond	Harvard University
Peter Hunter Herman	
Jason Hester	University of Massachusetts at Amherst
Lael Hester	University of Colorado at Boulder
Matthew Hicks	University of Massachusetts at Amherst
Kathleen Hildreth	University of Massachusetts at Lowell
Amy Hill	
Kelly Hill	Saint Joseph's University
Catherine Marion Himmel	Wesleyan University
James D. Hite III	
Dafna Hochman	Harvard University
Dalia Y. Hochman	Yale University
Jeff Hodgdon	Quinnipiac College
Monique Holley	Simmons College
Michael Horowitz	Emory University
Katherine Howe	Smith College
Nancy Hsieh	Tufts University
Eva Hulsizer	
Christine Hunt	University of Connecticut
David A. Hunt	
David Niels Hutchinson	University of Michigan at Ann Arbor
Robert Hutchinson	University of Michigan at Ann Arbor

-I/J/K-

Nicholas Ingolia	Massachusetts Institute of Technology
Lauren Irwin	Villanova University
Natasha Isaac	Suffolk University
Wilton Jack	Savannah State College
Winston Jack	Norfolk State University
Anson James	Merrimack College
Mary Jeys	University of Texas at Austin
Felipe Jones	
Paul W. Jones	University of Massachusetts at Lowell
Matthew Jong	Babson College
Matt Joy	
Ania Kamieniecki	University of Rhode Island
Christie Yoonoak Kang	Johns Hopkins University
Greg Kang	Undecided
Sorabh Kapoor	Boston University
Miriam Turi Kasell	City Year
Chris Kelley	University of Colorado at Boulder
John Patrick Kennedy	
Tom Kennedy	Dartmouth College
David Kern	Colorado College
Thomas H. Kerr IV	
Lauren Kidney	Hobart and William Smith Colleges
Juliet Kinney	University of Massachusetts at Amherst
Matt Kishlansky	Harvard University
Jarrod Adam Kohout	
Kazutada Komine	Boston University
Brooke Kotzen	Syracuse University
Adam Kowit	Haverford College
Kareen Kreutziger	University of Rochester
Jacob Krich	Swarthmore College
Monica Kung	Tufts University
Susan Kwon	University of Vermont



-L-

Robin Ladd	Catholic University of America
Stacey Ladd	Mary Washington College
James K. LaLone	Savannah College of Art and Design
Morgane Landel	London School of Economics
Todd H. Langer	Paul Smith College
Edwin Alfred Lawrence	
Daniel Powers Leavitt	Bryant College
Bryant Lee	Wesleyan University
David H. Lee	University of Massachusetts at Amherst
Robert K. Lee	
Philippa Jane Lehar	University of Michigan at Ann Arbor
Elanor Christine Leskiw	North Park College
Alex Levis	
Andrea Levy	University of Delaware
Cindy Liang	Massachusetts Institute of Technology
Julia Liberman	Mount Holyoke College
Cynthia Lin	Harvard University
Anna Lin	Johns Hopkins University
Kim Lin	Brown University
Kate Liston	Wheaton College
Megan Lo	Yale University
Rachael T. Lowell	Sarah Lawrence College
Hui Huong Ly	

-M-

Nicholas Mader	Wesleyan University
Amanda Mahoney	Villanova University
John Paul Mahoney	University of Massachusetts at Amherst
Christine Brigid Mancuso	Ithaca College
Robin J. Marcus	New York University
Peter Marino	Trinity College
Katherine A. Martin	Mary Washington College
Monica Martinez-Tamayo	Wellesley College
Melissa Massello	University of New Hampshire
Michael Massey	Northeastern University
Dylan Mayer	University of Massachusetts at Amherst
Rebecca McCarthy	New York University
Stephanie Ann McCarthy	Indiana University
Virgina McCauley	Stonehill College
Jessica McGarvie	Mount Ida College
Brian McGaughran	College of William and Mary
Andy McKenzie	Hampshire College
Christine Meehan	East Carolina University
Alissa Menovich	Bates College
Scott Merriam	University of Massachusetts at Amherst
Andrew Merseth	Harvard University
Margot Lee Minardi	Harvard University
Danielle Mobilia	University of Central Florida
Melinda Monterio	Salem State College
Matthew Moore	Boston College
Julie Mooza	University of Vermont
Mayuko Morishige	College in Japan
Kamali Morris	Undecided
Christina Mosca	Salem State College
Elise Moultrup	University of Michigan at Ann Arbor
Stephanie Mueller	Colgate University
M. Brandon Murakami	Northwestern University
David Myung	Yale University

-N/O/P-

Nivi Nagiel	McGill University
Cristina Adriana Nardelli	
Jeff Needham	Hamilton College
Alison Newcomb	Boston University
Aristotle Nikolaou	University of Greece
Charles Nokes	Oberlin College
Jennifer Marie O'Connor	Amherst College
Suli Oei	Boston University
Phil Oliff	Wesleyan University
Artie Osborn	Clarkson University
Jean Oviatt	Bates College
Hilary Owen	Yale University
Valerie Pacocha	University of New Hampshire
Jean Clara Park	Harvard University
Felicia Pasley	North Carolina Central University
Katerina Agatha Patoucheas	Babson College
Steven Pawliczek	Yale University
Kate Peltz	Gettysburg College
Debbie Perlman	Haverford College
Scott Perry	Bucknell University
Caroline Petner	Providence College
Leah Platt	Princeton University
Jonathan E. Plumb	Hamilton College
Kaethe Podgorski	Tufts University
Amy Porter	Middlebury College

-R-

Simi M. Rabinowitz	University of Rochester
Kiran S. Raj	University of California at Berkeley
Vijay Rajendran	Boston University
Christopher John Rakes	Boston University
Stephen Reich	Johns Hopkins University
Jim Rettman	Suggestions Appreciated
Sumy Rhee	University of California at Los Angeles
Peter L. Ricci	
Andrew Richards	University of Massachusetts at Amherst
Anna Riera	Boston University
Tim Riley	Union College
Heather Rizzo	Bentley College
Andrea Robbat	University of Massachusetts at Amherst
Alex Roetter	Amherst College
Nicholas Rose	Harvard University
Sarah Rosner	Tufts University
Millie Roy	Massachusetts Institute of Technology
Monica Roy	Boston University
J.R. Rudman	Colby College
Carmine N. Rullo	University of Vermont
Michael Paul Rumson	
Liz Ryan	Bucknell University
Lisa Rycroft	University of Delaware
Toby Rzepka	Boston University

-S-

Terrence Salmond	Ithaca College
Scott Matthew Sargent	Rochester Institute of Technology
John Saunders	Junior Bruins
Mark Schinkel	University of Miami
Karsten Schoellner	Stanford University
Eric Adrian Schrauwen	University of Iowa
Jonathan Schwartz	University of Michigan at Ann Arbor
Lisa Marie Scolaro	University of New Hampshire
Razi Nicole Khamsi Searles	
Jeanine Seeger	University of Michigan at Ann Arbor
Christopher Segalini	University of New Hampshire
Jonathan David Shank	University of Rhode Island
Torfay Sharifnia	Amherst College
Seth Sharkey	New Hamphsire College
Robert Shaw	United States Air Force
Kenneth Shei	Stanford University
Emily Shield	Connecticut College
Kristen Silva	Bates College
Keisha Simmons	North Adams State College
Petra Slezak	Bates College
Kara Veronica Smith	
Al Soparkar	Undecided
Art Soparkar	
Gordon Soparkar	
Justina Sovie	Salem State College
Todd Spellman	University of Vermont
Kerry L. Spencer	
Chris Staecker	Bates College
Leydy Carin Stieglitz	
Elaine Storm	Stetson University
Marcie L. Sturdivant-Hubert	
Matthew R. Sullivan	
Mark Sun	Massachusetts Institute of Technology
Emily Sung	Massachusetts Institute of Technology
Sharmin Syed	University of Massachusetts at Amherst
Mary B. Szalajeski	

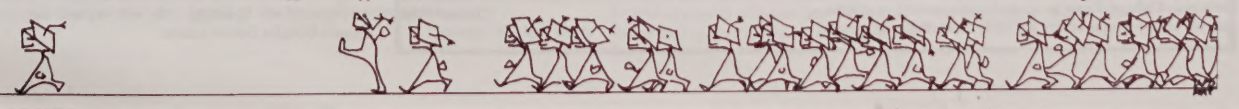
-T/V-

Shannon Tam	Carnegie Mellon University
Randall Tavilla	Junior Bruins
Curtis Teixeira	Roger Williams University
Jantrue Ting	Massachusetts Institute of Technology
Jerry Titus	Bryant College
Omer Trajman	Tufts University
Anwell Tsai	New England Conservatory of Music
Irene Tung	Brown University
Carrie Turin	Harvard Extension School
Lori Valenti	Salem State College
Ellen Van Wert	Williams College
Benjamin Vandiver	Massachusetts Institute of Technology
Vera Veldkamp	U.S. Naval Academy/University of Maryland
Chris Visocchi	Undecided
Lisa Volovick	Bentley College

-W/Y/Z-

Mike Wallerstein	Oberlin College
Zheng Wang	University of Illinois at Urbana-Champaign
Krishonda L. Waters	
Ash Weaver	Tufts University
Jeannine Dominique Weder	Lesley College
Brad Welton	Florida State University
Chih-Chen Wen	University of Illinois
John Maxwell Wilson	Carleton College
Andrew Wolfe	Harvard University
Benjamin Engle Wolfe	Wheaton College, Illinois
Kayron Wright	University of Massachusetts at Dartmouth
Alan Wu	Massachusetts Institute of Technology
James Yang	Babson College
Sang H. Yoo	Navy
Joseph S. Yoon	Johns Hopkins University
Hui Yung	Johns Hopkins University
Reza Zarghamee	Brandeis University
Katrina Zorka	Boston College

Best wishes to the Class of 1996!



Letters to the Editor

HOCHMAN HEROES HETEROGENEITY

To the Editor:

In the past months, *Musket* readers and the entire Lexington High School community have been forced to contemplate the merits of heterogeneous grouping in the ninth grade. The controversy that has arisen, the fervid arguments and heated debates, have been exciting and stimulating.

Soon my classmates and I will graduate from LHS and move on to a world of higher education or employment. However, many of the issues which we confronted in high school will remain with us permanently, along with the academics. I would just like to take this opportunity to clarify my position on heterogeneous grouping as originally stated in the February 1996 issue.

Like Steve Pawliczek [March/April 1996] and Karsten Schoellner [May 1996], I too have greatly appreciated the opportunity to take leveled classes in the past four years. The fact remains that many of my honors classes have been enhanced by the capable and motivated students who contribute to class discussion and egg each other on to higher intellectual plains. There is no doubt that Mrs. Schwartz's Honors Bio is not for everyone. In addition, level 2 classes serve an essential purpose, offering greater individual enrichment and an environment intended to build self-esteem and self-confidence. Schoellner is right on target when he proclaims that a "senior year unleveled math class... [would] create a disaster." In fact, there are already numerous ability distinctions within my level 1 calculus class, comprised of all seniors.

I have few qualms about the merits of homogeneous groupings. However, I was alarmed and slightly outraged by the condescending and haughty tone of Pawliczek's criticisms. His attitude seemed to indicate a feeling of superiority toward those classmates in his heterogeneous freshman class who slowed him down, those "who lack[ed] the intellectual capacity to keep up with the pace of the class but who [were] willing to cut-and-paste their way to a higher grade."

Unfortunately, it seems that this stereotyping and blatant intolerance is shared by many of the top students at LHS. Instead of humbly accepting their accomplishments while recognizing others' unique strengths and abilities in sports, the arts, community service, or personal skills, the academically talented often feel superior. Actually, in all honesty, I think that many of the A+, GPA-crazed persons who win fame and fanfare for our school are often lacking in social ability or psychological stability. Of course, to be fair, the goal-oriented success seekers who can not be hindered by a "watered down" freshman English and history sequence are often pushed by equally driven parents.

While I'm proud of the record-breaking number of LHS National Merit Finalists and first place wins in everything from the International Science Fair to History Day to the National Latin Exam, I am afraid that our school environment is becoming more and more fractious and ostracizing. Motivated students with good grades and personal strengths are becoming discouraged by the tremendous successes of their high-powered peers. Simultaneously, honors students are gaining far too much self-confidence and, more importantly, intolerance for others who are less capable. These attitudes about life and one's own personal abilities will stay with Lexington students far longer than the lessons of BC Calculus or Level 1 Algebra 2.

Finally, I am extremely happy that the community has been ablaze in controversy over this issue of heterogeneous classes. As students, we need to take greater stock in our own education and voice our opinions. I hope that in the coming years, LHSers will continue to debate, to question, to criticize, and, most importantly, to change.

-Dafna Hochman
Class of 1996

MACKEY'S GOT IT WRONG ON NHS

To the Editor:

Two organizations supposedly dedicated to community service exist at Lexington High School, the Community Service Club and the National Honor Society. One has almost no members so it can do almost nothing. The other one has so many talented applicants that it has to reject some through its admissions process. What is the difference between these two upstanding organizations? A current junior waiting for the NHS's decision on her application echoed the unspoken views of the majority of applicants with her candid answer. Can you say COLLEGE ADMISSIONS? The pursuit of the "perfect" academic record by certain members of Lexington High School has created an atmosphere in which organizations initially designed to help the community have become nothing but tools by which enterprising young students plot the perfect transcript to be sent to Harvard, Yale, or Princeton.

While many members of the club would vehemently defend it, even Mackey concedes that "of course, NHS is elitist." The only reason we can think of why a service organization should be elitist is to look prestigious for college. Equating admission to NHS and college admissions, Mackey argues that "both should be treated with the same philosophy." This is patently wrong because she is merely comparing apples and oranges. Colleges factor in an applicant's musical or athletic talent, while trying to ensure a diverse class ethnically, racially, and geographically. Certainly, using these parameters as guidelines would not fit the NHS; accepting students who are sincere in doing community service should be the NHS's goal. Even so, Mackey offers a *de facto* defense of the NHS selection process when she tells Adam Bund and Kiran Raj to quit pointing out flaws in the system. The *Musket* staffer in charge of writing headlines came to the same conclusion (that Mackey is defending the NHS) after reading Mackey's article. In response to the editorial written by Raj and Bund, *Musket* editor Rochelle Mackey tells them to stop "whimpering about [un]fairness or elitism," leaving no doubt that she is explicitly defending the NHS selection process. We think that Bund and Raj should not be accused of whimpering when they write a well-researched and coherent article. Surely, Rochelle Mackey, a *Musket* editor, can show more respect to her colleagues than that.

Mackey is clearly being defensive on the issue of fairness of the NHS selection process, arguing that she hopes that this year will be the one when nobody challenges the fairness of the selection process. Ironically, Mackey does not even spend a paragraph, much less a *sentence*, arguing why the process is fair. She devotes much of her time making irrelevant analogies and explaining why the general unfairness of life justifies the NHS selection process. She writes, "Rejection happens millions of times a day... so you had better get used to it." For good reason, many people were quite offended by Ms. Mackey's patronizing tone in her article. Before Mackey's article, there had been an interesting debate where both sides made valid points. Mackey tells anyone against her position to "get over it," as if her position should be the final word. The importance of the NHS issue to the students of Lexington High justifies the amount of time being spent thinking about it; Mackey's attempt to close debate on the issue does not do justice to those on either side of the argument. Realize that our intent hardly is to whimper; we were not denied admission to the National Honor Society. Neither of us even applied because we felt that the NHS selection process does not accurately meet its goals.

One area where the NHS selection process is ridiculous is its use of an absolute GPA cut-off. Under this policy, there is no room for common sense. A person with a fairly high GPA looking for another notch on the transcript could get in while a person whose GPA is lower by .15 might not even be eligible to apply, even if he or she has done ten times as much community service. It certainly doesn't measure whether the GPA is improving or how hard the student works. Slight differences in GPA are easily caused by something trivial like forgetting to bring your gym shorts a couple of times. Given that, we feel that people who really want to volunteer should not be summarily excluded on the basis of GPA alone since GPA *per se* has little connection to willingness to perform service. Undermining Mackey's argument further is the fact that almost no competitive colleges have a GPA cutoff.

Messrs. Raj and Bund explain the intricate details of the clandestine selection process in their article from the autumn. Basically, applicants who have accrued a certain number of positive "checks" or one or two very good recommendations are automatically accepted without further review by the committee. On the other hand, a teacher's bad first impression of a student can virtually guarantee an antagonistic relationship throughout the year. One unfavorable written recommendation can plunge an applicant's chance of admission to nil. This process is heavily biased for students who are popular [among the teachers]. Many of these students have high grades as a result, but presumably, this had already been factored into the process by using the GPA cut-off. Additionally, teachers would not know the student's motivation for applying to the NHS, because unlike other students, the teachers would only have known the student for one or two years. Mackey even admits that the selection committee makes "guesses about who is most deserving based on limited information."

Given the degradation of the society to just another college transcript item, the teachers interviewed questioned the justification for having the National Honor Society, especially if the society was going to continue to call itself a service organization first. It would be nice if the NHS were an ideal organization where altruistic behavior exists. Realistically, altruism, except in rare instances, is as illusory as the fountain of youth. However, we still disagree with Mackey's proclamation that we should "get over" the obvious flaws in the system. Even though it is not possible to offer the changes that make NHS admissions completely predictable and fair, it is clear that changes can be made for the better, such as revising the grade cutoff or the recommendation process. Simply accepting things as they are because that is the way that they have always been done is to be not quite the best solution; something should be done.

Don't get us wrong. We would be the first people to point to students truly dedicated to the idea of community service who are in the National Honor Society. We feel that they are excellent representatives of Lexington High School. Unfortunately, too many others are in it for the prestige of it or to pad their transcripts for college. The selection process should be changed to better reflect the goal of NHS as being a service organization.

-Mike Horowitz and Kenny Shei
Class of 1996

A bloody event

by Eli Blatt

On April 26, the National Honor Society, in conjunction with the American Red Cross, sponsored the annual blood drive at LHS. The event was held in the field house, where the Red Cross awaited donors, needles in hand. While there were not an exorbitant amount of students who actually donated blood, the blood drive was deemed a success. Millie Roy, one of the organizers of the event, commented that "Even though a lot of students were ineligible to donate blood, interest within the student body was high."

Students who were interested in donating blood had to meet certain criteria, which were determined via a questionnaire. Students needed to be 18, but with a permission slip, 17 year old students were eligible to donate blood. The questionnaire also inquired as to the students' medical background, as well as what countries they had visited in the last 5 years. Some students were rejected on the grounds that they had visited "high risk" countries. Senior Adam Bund, for instance, was turned down because of a visit to Ecuador three years ago. The American Red Cross was extremely cautious with its selection of eligible students. Junior Jessica Carlisle was turned down because she had a sore throat the day of the drive.

Aside from the questionnaire, other factors affected student participation. Because of the age limitation, only about half of the junior class was eligible to donate blood. Students involved in school sports were also prevented from donating blood. "My softball coach wouldn't let me!" exclaimed junior Amy Seaquist. Other students were, perhaps, just afraid of the needle.

Those students unable to donate blood this year will have an opportunity to do so next year, when the Annual Lexington High School Blood Drive returns. Until then, stay healthy and don't visit any "high risk" countries.

come to writing workshop!

Are end-of-the-year deadlines getting you down? Do your final papers need editing? Bring your writing, in all stages of completion, to the Writing Workshop in the back of the library.

Social studies dept. creates new electives

by Dan McFadden

As students eagerly anticipate summer, and perhaps somewhat less eagerly count the days until final exams, next year's classes and workload are far from their thoughts. However, LHS social studies teachers began planning classes some time ago and have created some new courses that promise to draw some students out of perpetual semi-slumber.

New courses offered for 1996-1997 include Human and Environmental Geography, Investigating American History, and International Relations. Tony Palladino will likely teach Human and Environmental Geography, open to both juniors and seniors. The course will consist of several different units designed to present an overall awareness of interaction between human populations and their surrounding natural environment. Investigating American History, an innovative course taught by Richard Kollen in conjunction with a professor from Northeastern University, will focus on constructing a picture of Lexington's heritage and history through "interdisciplinary team effort."

Finally, International Relations will fill an apparent void in the social studies department by placing "emphasis on various contemporary world events," according to its instructor, Deborah Johnston. It will be offered as a senior elective and will focus in part on American foreign policy, as well as on one region of the world, possibly Latin America, Asia, or Africa. Once students select the region, the course will focus on issues surrounding that area's environment, women, trade, political conflict, and economic role in the world's apparent North-South division. This course may be especially relevant next year, according to Johnston, because "one of the major issues... that Clinton and Dole are debating... is foreign policy."

Johnston will also teach Competitive Speaking, another new class. This course, intended for students of all grades and all levels of debate experience, will cover such topics as Model Congress, Parliamentary Law, Lincoln-Douglas Debate, and Extemporaneous Speaking. It will replace the existing Lincoln-Douglas Debate course.

May 9, 10, 11 at LHS: "Not just any nights"

After West Side Story, *there's "no morning star"*

by Rochelle Mackey

The house was packed for the Thursday, Friday, and Saturday shows of Arthur Laurents, Leonard Bernstein, and Stephen Sondheim's *West Side Story*, performed on May 9, 10, and 11. The cast, crew, and orchestra gave four peak performances under the direction of drama teacher Steve Bogart, choral director Brian O'Connell, band conductor Jeff Leonard, and LHS junior Steve McCabe.

With Shawn Sealy as Tony and Catherine Gang as Maria, the male and female leads, the cast effectively played the trials of the maldestined lovers from different cultural backgrounds and rival gangs, the Jets and the Sharks. Shani Graham fabulously portrayed Anita, inciting much applause from the audience with her humor and energy. Andrew Garland gave a phenomenal performance as the pretentious Riff, gang leader of the Jets. Impressive acting, dancing, and singing also came from Jon Shank as Bernardo, Maria's over-protective brother, and Marisa Cravens as Anybodys,

Including such timeless favorites as "Tonight," "Maria," and, of course, "I Feel Pretty," Bernstein's exciting and creative score has made *West Side Story* one of Broadway's best-loved musicals. The pit orchestra never missed a note. Stunning choreography--at times graceful or combative and at other times both--made the musical numbers a sensual delight for ears and eyes alike. The opening sequence, "America" (featuring Graham and Emily Blumsack), and "Gee, Officer Krupke" (featuring the Jets) brought the house down, as did the Ballet Sequence including Elizabeth Shapiro's solo in "Somewhere." Anne Carey and Marianne Kubik, assisted by LHS senior Cara Consilvio, were the production's choreographers.

Fire escapes, brick walls, graffiti, and balconies transformed the LHS auditorium's stage into New York's Hell's Kitchen, 1950's-style. The behind-the-scenes efforts of stage manager Maggie Gates and the production crew brought the play to life. In all, more than 100 people sang, danced, painted, played, directed, typed, hammered, spot-lighted, sewed, sold, and more to bring *West Side Story* to LHS.

On Saturday afternoon, the hardworking understudies performed the major roles in a special matinee performance, including Hui Yung as Maria, Eric Schrauwen as Tony, Summer McKean as Anybodys, and Miriam Kasell as Anita. Hundreds of people left the matinee and the evening performances enlivened by the talent and enthusiasm of the cast; like the lovestruck Maria the evening before her clandestine rendez-vous with Tony, many satisfied audience members "[felt] like dancing and jumping for joy."

Director Steve Bogart gives the cast of West Side Story a pep talk before opening night.

photo by Joe Yoon

UNDERCLASSMEN:

Do you miss the class of 1996 already? Find out where your favorite seniors are going to be next year. Check out Names and Places 1996 on Pages 6 and 7.

War's painful legacy links ancient Troy and Vietnam, speaker says

by Andrew Merseth

Boston-area psychiatrist Jonathan Shay spoke to students at Lexington High School on Monday, May 20 about his book *Achilles in Vietnam*, published in 1994 by Simon and Schuster. In the book, Shay brought his understanding of the American experience in Vietnam together with his knowledge of the Greek experience at Troy as portrayed in Homer's epic the *Iliad*.

He found numerous comparisons between these seemingly different settings that enabled him to generalize about the nature of soldiers' experience in war. Soldiers in the twentieth century struggle with the same hardships familiar to heroes of ancient battle epics. "Although the *Iliad* was written 27 centuries ago," Shay argues, "it has much to teach about combat trauma, as do the more recent, compelling voices and experiences of Vietnam vets."

As a self-described "psychiatrist whose patients are Vietnam combat veterans with severe, chronic post-traumatic stress disorder," Shay found himself hearing "the same story" over and over again from different soldiers at the Department of Veterans Affairs Outpatient Clinic. Some stories had certain elements missing, but there seemed to be an almost formulaic pattern of experience common to many soldiers in Vietnam. Shay said that after he probed deeper into the comparison between these troubled men and the *Iliad*, specifically to Achilles, the greatest of all Greek heroes at Troy, the similarities became too numerous to dismiss.

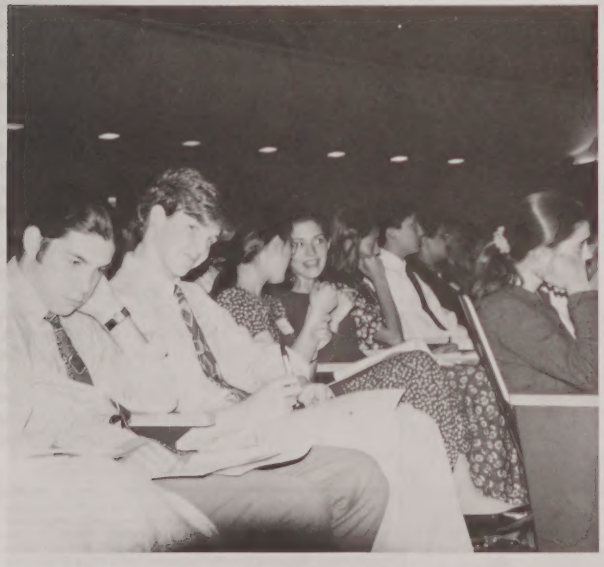
"Although the *Iliad* was written 27 centuries ago, it has much to teach about combat trauma, as do the more recent, compelling voices and experiences of Vietnam vets."

-Psychiatrist Jonathan Shay

One of the elusive questions of military psychology concerns the detached mode of the soldier when his every thought is the desire to kill the enemy. This single-mindedness may seem extremely effective in battle, but it is a reaction with serious long-term ramifications to the soldier's mental stability. The idea of going "berserk," as Shay calls it in his book, with an insatiable desire for indiscriminate torture and slaughter is unfortunately something all too familiar to many Vietnam veterans. As Shay explained to a group of students including those from Sam Kafrissen's Vietnam seminar and Michael Fiveash's independent study on the *Iliad*, this berserk mode and the forces that drive it are part of a pattern common to ancient Greek and modern American soldiers.

The transformation from a moral, thinking human being into a programmed killing machine is generally triggered by a "one-two combination" of disastrous events in a soldier's life, Shay believes. The first of these is a general feeling of violation of "what's right." In war, the foundations of everyday life are often shaky at best: moral questions that in peacetime are black and white become ambiguous in the confusion of war. Shay says that many veterans had specific striking experiences with such ethical uncertainties.

The second catalyst, and the one that ultimately pushes the warrior over the edge, is the loss of a special comrade. Many Americans have heard the horror stories of Vietnam veterans watching as one of their buddies is blown away; in a situation which demands devoted friendships, the psychological repercussions of such a loss are profound. Shay suggests that slipping into the "berserker" mode is sometimes the easiest way to sidestep grief on a psychological path of least resistance. "I won't get mad, I'll get even," many warriors seem to say, avenging the loss of their close friends by becoming single-minded killers. Sadly, said Shay, roughly 90 percent of such "berserk" warriors end up dead because along with their humanity, they lose the value of their own lives.



While receiving yet another debate award bores junior Larry Liff, classmate Andrew Garland looks very proud of his Holy Cross Book Award.

photo by Joe Yoon

1995-1996 Senate summary

No issue was too small, too big, too complicated, or too mundane for this year's Student-Faculty Senate, Lexington High School's only representative legislative body. Change is in the air at LHS, and the Senate was a valuable forum for student input concerning future scheduling possibilities and graduation requirements.

Early in the 1995-1996 session, the Senate passed an Election Reform Bill and the Referendum Bill, permitting students to petition for referendum questions on school-wide ballots. The Senate tested the reformed procedures at the May student elections; though students had to vote on their own time, over half came to the polls to participate in democracy! At the second annual Senate Day open-agenda forum, dozens of students aired their concerns and ideas to the Senate. Issues discussed as a result of Senate Day included littering and recycling, locker room theft, the course add-drop policy, and speed bumps.

In May, as part of Spirit Week, Senate worked with the Class Councils to plan and carry out CRUD (Clean Rubbish Up Day), a one-day effort to make LHS a little cleaner and more beautiful. This year's Senate has also debated and crafted bills concerning the student library, Internet access, classroom attendance, outdoor eating, final exams, and X-block.

At their last meeting of the year on May 29, the 1995-1996 Senators passed the Parking Bill, which limits the number of parking stickers sold to students and gives seniors first priority for parking spaces. Then the 1996-1997 Senate voted for its Executive Committee, to consist of Moderator Tim Attanucci (class of 1998), Assistant Moderator Les Phillips (faculty), and Secretary Alissa Roeder (class of 1997).

On surviving graduation

Today I graduate from high school. Three years ago I wished that I would not live to see this day. I hated myself. I thought I had no future. I was afraid. Life is a frightening thing. We should be afraid to live in this world with all of its violence and ignorance, hatred and arrogance. It would certainly be easier not to graduate, not to live. For living entails suffering and suffering hurts.

I've suffered a lot during my four years here at LHS. I've had some horrible experiences, experiences I wish I could erase, but I can not. Instead I learn from my mistakes and try not to repeat them. I grow. I use my suffering and my bad experiences to help others who are in pain. I try to turn the negative into something positive. It's not easy.

We want to grow. We want to succeed. We want to change the world. We're young and excited and overwhelmed.

Life is a difficult thing, difficult, but not impossible. Look at all the adults who've survived. I see the adults who have been my inspirations, my teachers, and I see success. They have succeeded in making a difference in this world. They have grown and have, in turn, helped others to grow.

We want to grow. We want to succeed. We want to change the world. We're young and excited and overwhelmed. We're going to suffer, but we can use that suffering to our advantage. We can learn. We can grow. We can survive and we will succeed. We've made it this far.

-Elanor Leskiw

How to sign a yearbook

Once again, the academic school year at Lexington High School has come to an end. This is the time when teachers, relatives, and peers offer students all sorts of advice. This smorgasboard of confusing and often contradictory ideas can do more harm than good. Ironically, one of the difficulties that our elders often neglect to comment on is one that has existed for well over a hundred years: how to properly and effectively sign a yearbook.

The first objective when signing a yearbook is to avoid repetition. Currently referred to as the "What up, this year was fun" signature, the most common repetitious yearbook notes say little more than, "What up, this year was fun." It is important to note that, paradoxically, there are a great many variations within the "What up, this year was fun" signature. It is equally important to note that all of these variations still appear repetitious to the average reader. The best way to avoid this repetitious signature is to understand exactly what it is.

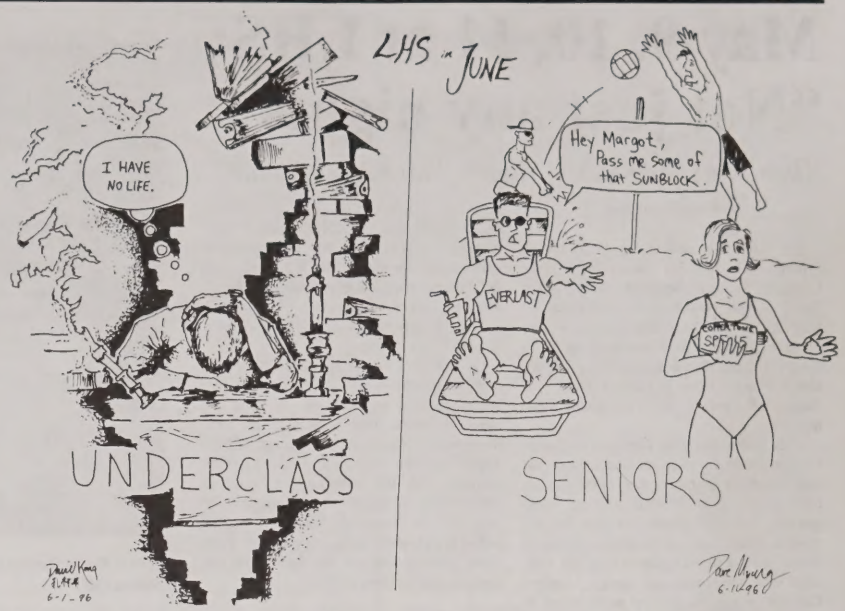
First, the signature begins with some sort of introduction (eg. hello, hi, or what up). The first line of the body of the signature is a comment on how much fun the year was. Often, the second line includes an obscure reference to a personal humorous anecdote. Remember, writing "but those aren't your pants = good time," for example, does not make your message non-repetitive. Finally, the conclusion of the body contains phrases, such as "see you around," that predict future interactions. Remember to constantly and continuously avoid being too repetitive when signing yearbooks.

The second objective is to use as many slang terms, colloquialisms, abbreviations, and codes as possible. The goal here is to make it so that no one, including you, will have any idea what you meant five years from now. Drastically improving any signature, the use of nicknames, initials, and initials of nicknames also greatly reduces the future comprehensibility of your message. The daring among you are encouraged to use meaningless symbols totally at random. It may seem strange now, but ten years from now, everyone will probably assume that your message must have been a work of genius when you wrote it.

The final objective is to write as little as possible using the greatest amount of space. This objective can be fulfilled by using extremely large letters or by scribbling long, meaningless messages to people you don't know. The key to this aspect of yearbook signing is to use a thick permanent marker instead of a pen. If all of the blank space at the beginning and end of the yearbook has been used, feel free to sign over the photograph of the person you are writing to.

As always, society allows social deviants to express themselves. If the above proper methods don't appeal to your sense of rebellion and teen angst, you have another option. When a friend or acquaintance asks you to sign his or her yearbook, it is always acceptable to do just that and only sign your name.

-David Eisner



Gender equity discussion has more holes than box of donuts

On April 30 at Jonas Clarke Middle School, an open-forum panel discussion of gender equity was held. This panel, composed of seven Massachusetts educators, ranged from physical education instructors to school principals. Humorless, dry, and at times didactic, the panel offered information and advice that ranged from helpful to inane. Despite its nature as a panel on gender equity, it still played on stereotypical views of gender, ranging from claims such as "girls tend not to participate in activities where feelings will be hurt," or "boys don't work well with girls in sports." Lack of evidence to support claims discredited the "experts" and disappointed the audience.

Panelists also gave rigid guidelines to child-raising, including a set of "five building blocks," which ranged from the sagacious "talk to children," to "give constructive feedback" to the esoteric "spend time with children." As the panelist proceeded to discuss each building block, I found myself amazed and awe-struck by his profound advice. I found myself musing, "yeah, my parents should talk to me! No wonder I'm a social outcast and a mute!" I was particularly amused by the audience of parents madly scribbling each of his words. My knowledge of parenting is obviously impaired, but such fundamental aspects of parenting are almost glaringly obvious. Yet, the members of society who neglect this knowledge were likely not present. It is because of their abscence that the "open-forum" nature of the panel discussion should be scrutinized.

The audience was composed mostly of women between their thirties and fifties who appeared to be well informed in issues of gender equity.

The inherent nature of a cogent discussion of gender equity holds great potential, yet one must remember that such panels are most appropriate for a specific audience: the uninformed. A focused audience who truly lacked this knowledge should have been present; it is with this method of isolating and then informing that those who need the information should be provided it. The audience was composed mostly of women between their thirties and fifties, who appeared to be well informed and already versed in issues of gender equity (which was apparent in our discussions later on at the refreshment table; the danishes were delightful).

Perhaps the most amusing panelist was a local elementary school teacher. She suggested utilizing strategies such as "when addressing students, alternate between 'girls and boys' and 'boys and girls'" or "avoid the phrase 'guys.'" Perhaps my own dismissive nature cursorily declared this advice stupid, but the statistics or benefits resulting from such strategies were never produced to dissuade me. I very nearly fell over following a question during the dialogue session concerning the appropriate time to implement these "strategies." I really felt like shouting out specific times of day, months, and secular holidays, but I managed to refrain.

Despite the frivolity, several panelists supplied informative statistics and useful strategies of combating gender inequality. One physical education instructor in particular produced thought-provoking statistics concerning girls in co-ed sports, which carry an astonishing 75% drop-out rate. She also discussed the fight for women team sports in the 1952 Olympics at Helsinki, as well as the benefits of segregated education, having quoted a student of hers as saying "single sex education offers empowerment to speak my mind; when there are only women, diversity emerges in a different way."

During the dialogue session, panelists and audience members discussed the increase of girls in science and math, including anecdotes of lone females in high-leveled math and the benefits reaped because of the experience. The LHS group AWSOM (Association for Women in Science Or Math) was commended for its activities in promoting female participation in the sciences. Eventually a balanced argument of unity vs. segregation crawled forth with arguments of hardened stereotypes in segregation vs. the promotion of female self-esteem in segregated environments. The discussion of gender equity is necessary, and panels like this one should emerge from time to time to inform and enlighten. However, the panelists should remember that claims without evidence are hollow and so are donuts.

-David Kong

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Snap, crackle, Pops Concert a big success

by Rochelle Mackey

As usual, the annual spring Pops Concert extravaganza was a gigantic success. The festival, the final school production in which the orchestra, band, and choral groups perform together, brought together the entire year's work into two nights of musical performance: Thursday and Friday, May 23 and 24, in the Lexington High Gymnasium from approximately 7:30 p.m. to 11:30 p.m.

The LHS Symphony Orchestra opened the night with a slinky "Rhapsody in Blue" by George Gershwin, a piece fitting of the 1996 Pops theme of "blue." LHS Concerto Competition winner Jason LeeKeenan, an extremely talented sophomore, was simply amazing as the piano soloist in the piece attracting compliments from all sides.

Next came the Concert Band, with "Fandango" by Frank Perkins, conducted by William Drury of the New England Conservatory, and "The Trombone Rag" by John Higgins, featuring a trombone ensemble of Peter Cole, Elanor Leskiw, Tim Sackton, Eric Rosenbaum, and Linda Yeo. Both pieces, especially the trombone piece, were fun and well played, but were unfortunately overshadowed by the tremendously popular Mixed Chorus medley from *The Phantom of the Opera* which followed. The chorus did an outstanding job on the *Phantom* medley, carrying the essence of the play as well as the great music to the LHS gym. As one audience member raved, "The entire show was great, but the *Phantom* medley was my favorite."

The Wind Ensemble followed with "Variations on 'America'" by Charles Ives, a hilariously entertaining piece which incorporates various sounds ranging from oboes to whistling. They continued with "Irish Tune from County Derry" and "Shepherd's Hey," both by Percy Aldridge Grainger.

The Madrigal Singers then sang "As Vesta Was" by Thomas Weekles and "The Train" by the King's Singers, a lighter piece. The group, consisting of 17 singers, attracted much applause. The Jazz Ensembles came next with "Reprise" by Jeffrey Leonard and "E.O.S." by Gary Klein played by Jazz Ensemble 2 and "Caravan" by Juan Tizon and Duke Ellington and "When the Saints Go Marching In" by Dean Sorenson. As always, the Jazz Ensembles were intensely popular and the crowd and other performers had a great time dancing to their music.

After the jazzy interlude, the Symphony Orchestra returned to the floor to perform "'Hoedown' from *Rodeo*," conducted by student teacher Jennifer "two beats for nothin'" Travers, as well as "American Salute" by Morton Gould.

The Mixed Chorus performed after the orchestral show, singing "South African Praises," "Zungo," "Song of Galilee (El Yivneh Hagalil)," and "Faleula E! (a Samoan Chant)." The chorus sang wonderfully, especially on "Zungo," when members of the cast from West Side Story performed a "Pops Extra" of music from the spring musical.

The Concert Band finished the festival with two pieces: the premiere performance of Frank Ticheli's "Blue Shades," with many great solos, including an exceptional one by clarinetist Josephine Chu, and the traditional "Stars and Stripes Forever."

Junior Hanwei Hsieh concentrates on the Symphony Orchestra's resounding rendition of "Hoedown."

photo by Joe Yoon

The art of drywalling: NHS build a Habitat for Humanity

by Dave Myung

Ten members of the LHS National Honor Society spent the weekend of May 17 through 19 in Pittsburgh, Pennsylvania as volunteers for the Habitat for Humanity program. Seniors Chris Amar, Eling Chang, Millie Roy, Nick Rose, Cynthia Lin, Jantrue Ting, Monica Martinez-Tamayo, Emily Blumsack, Dave Myung, and Ellen Van Wert were accompanied by biology teacher Peg Schwartz and the venerable Richard Van Wert.

The crew left Lexington at 6:00 a.m., not really knowing what to expect. What they got was a 12-hour van ride across three states, sweltering 90-degree weather, and a thick coat of sheetrock powder. They fed on cold cuts, pasta, carrots, and bread and slept on the basement floor of a Methodist church.

On Saturday morning, the group set out for the work site in the neighboring town of Braddock. There, the site leader, Pat, a lanky, southern-drawling hillbilly, introduced himself and the Habitat for Humanity program. The Habitat program builds homes in struggling communities for people in need. Its philosophy is founded on the "economics of Jesus," the idea of not charging interest so as not to capitalize on the poor. This is possible because the homes are built by a mostly volunteer work force.

The group worked from 9:00 to 3:00, erecting walls of sheetrock on the interior of a house, a process known as "drywalling." Splitting off into groups of three, the workers spent the day using tape measures, electric drills, T-squares, and exacto-knives in order to fasten drywall sheets to the wooden framework of the house. They were constantly reminded that "drywall is your friend" and that "hanging drywall is evil." Considering the virtual lack of experience throughout the entire group, Pat was thoroughly pleased by what the group accomplished. After the day's work, the group was directed to a local library where they were able to take much needed showers.

The rest of the time was spent on a variety of things. Upon arriving Friday night, the group found themselves babysitting the children of Narcotics Anonymous members. Together, they did everything from making spaceships to playing Twister, kickball, and baseball, to wrestling and chicken-fighting. On Saturday night, the group took a tour of the city and took a well deserved rest from a hard day's work.

Unfortunately, due to the length of the car trip, the group was unable to work on Sunday as anticipated. Although much time was not spent at the work site, the trip was a worthwhile experience in many ways. The group not only got a taste of the inner-city, but also learned useful carpentry skills.

Most of all, the group bonded. We were able to learn about each other's strengths, weaknesses, and quirks. We were able to witness Jantrue's nightly sit-up rituals, watch Nick Rose get humiliated on the basketball court, find out from Chris what on earth "mmss" means, and hear Dave's really scary but true story.

We experienced Monica's culinary expertise in the form of an endless bowl of pasta salad as well as Millie and Ellen's excellent macaroni elbows and dishwashing skills. We appreciated Eling's superb taste in music, and Emily's love for "Amerrr-icka." Of course, we would not have even had the trip if it weren't for the ever-dependable Cynthia Lin. Our sincere thanks to Cynthia, Mr. Van Wert, and Mrs. Schwartz for making the trip a fun, safe, and valuable experience.

"Buy our a cappella CD!" says sultry Madrigal Singer Eric Schrauwen.

photo by Joe Yoon

"It's insane!" newly released a cappella CD hitting the charts

by Miriam Kasell

On June 7, at the Spring Jamboree a cappella night, a special memorial to celebrate the event and a year's worth of a cappella singing at LHS was for sale. The female group Euphoria, their male counterpart Pitchpipes, the co-ed Mixed Nuts, the jazz group Sixth Edition, and the Madrigal Choir recorded and sold a compact disc to immortalize all their best work.

"This was a special year at LHS. There was an incredible amount of talent that I felt needed to be memorialized. Now we have something to show for all the their hard work"

-Choral director Brian O'Connell

Choral director Brian O'Connell suggested and arranged the recording session with Tom Stevenson, a recording artist who has worked with the Masterworks Chorale and other professional groups. "This was a special year at LHS. There was an incredible amount of talent that I felt needed to be memorialized. Now we have something to show for all their hard work," said O'Connell.

Elanor Leskiw, leader of Sixth Edition, said, "I'm really proud of what's on that CD. [It is] proof of our accomplishment and everything we've done this year. It's our work made tangible. I had no idea we were capable of this." Andrew Garland of the Pitchpipes exclaimed, "It's insane!"

On April 26, the groups recorded in the science lecture hall, which has surprisingly good acoustics. O'Connell, director of the Madrigals, said their singing was as strong as any a cappella group in the state. The Pitchpipes, sounding their weirdest, were especially energetic. Their last track, "Summertime," epitomizes the philosophy of Pitchpipes, transcending the idea of a cappella altogether. Mixed Nuts sported an interesting melange of songs, including Matt Hicks' favorite, "Brown-Eyed Girl," and Emily Blumsack's rapping in "Gangsta's Paradise." Sixth Edition included two improvised tracks as well as composed work. Euphoria pulled together two extra songs, including "Don't Let Your Heart" with soloist Philippa Lehar and an impressive percussion section by Alissa "Chicken" Roeder and Caroline "Official Cute Member" Kim.

The CD, the pride and joy of all students involved, is worth its ten dollar price tag. The CD and the individual groups were directed this year by O'Connell and seniors Hui Yung, Joe Yoon, Charles Nokes, Eric Schrauwen, Leskiw, and C.J. DeMatteo.

Official Math Team Glossary

The Rahman-Authorized Guide to Mathspeak

by Ken Weinstein

Over the years, many students at LHS have had this disturbing experience: they ask a math teamer for something, and the mathlete replies, "Sorry, I have to go to the [unintelligible gibberish]." Now, the students at LHS who, for whatever reason, are not involved in Math Team, will actually be able to understand what someone means when they exclaim, "Darn it! I screwed the mammal!" Here it is: your official (Rahman-approved, sort of) Math Team Glossary.

AHSME (as-mee) - American High School Mathematics Examination. Hundreds of thousands across the country enter, but few win. This year, the top three finishers in Lexington were Kenny Shei, Yuen-Jong Liu, and Phil Davis.

AIME (ay-mee) - American Invitational Mathematics Examination. The sequel to the AHSME, it requires a score of at least 100 out of the maximum 150 on the easier test. The AIME has 15 questions and is not for the weak of heart. The national average is typically below one. Twenty-four students at LHS took the AIME, and only two, Kenny Shei and Yuen-Jong Liu, advanced to the next level. And their reward for succeeding on the three-hour AIME? They get to try their hands at a four-and-a-half-hour test, the USAMO. The only way to convey how difficult this test is to say that most of us mere mortals can't even come close to understanding the questions, let alone formulating answers.

ARML (ar-muhl) - American Regions Mathematics League. All-Star teams from each state compete on sadistically difficult math examinations. Four students from LHS are on the team: Felicia Kuo, Jean Park, Shei, and Ken Weinstein. Unfortunately, it seems that these poor souls will have to pay their own bus fare down to Pennsylvania State University for the final competition, as the LHS math budget is severely depleted, despite Coach Sal Rahman doing his own calligraphy for all awards and marketing his own brand of noodles. Contributions to the newly formed Help Rahman fund are currently being accepted by co-captains Park and Shei.

Atlantic-Pacific Mathematics League - LHS came in first overall in the nation in this exam inflicted six times this year on the unbelievably good-humored B-block BC Calculus class and a few talented mathletes regularly extracted from their B-block classes (Jean apologizes to Mrs. Regillo).

Continental Calculus Competition - Mostly BC and AB Calculus students compete in this national exam. Lexington placed first regionally and fifth nationally, out of 125 schools competing.

GBML (gee-bee-em-ell, or, for the especially brave, guh-buh-muhl) - Greater Boston Mathematics League. This is a traditional league, with math meets at which perennial superpowers Lexington and Canton duke it out for the title. This year, Canton prevailed. Canton, however, is known to participate in (gasp!) practices, which are frowned upon in the world of mathematics, especially in Lexington. One anonymous math teamer did make the shocking suggestion that "we didn't win because Canton practices too much."

MAML (think horses and duck-billed platypuses) - Massachusetts Association of Mathematics Leagues. The test given by this group is similar to the AHSME, though it exists only in Massachusetts. Lexington had four finishers in the top 25, namely Shei, Liu, Tim Dunn, and Weinstein.

MAML II (mammal two) - The follow-up test to the MAML. It contains seven questions which require proofs, instead of simple answers, in response. Lexington's top finishers were Kenny Shei, Ken Weinstein, and Mike Hemond, who placed 17th, 21st, and 25th, respectively.

MML (em-em-ell, or muh-muhl) - Massachusetts Mathematics League. Not to be confused with (or pronounced similarly to) the MAML, this league is akin to the GBML. Lexington squeaked out a first place finish at the final meet by coming back from sixteen points down to crush Canton, 951 to 950. Rahman, who was ecstatic for weeks following the victory, said, "Good job!" to just about anyone who happened to cross his path. Also, math team co-captain Park was named the Most Valuable Mathlete in the league after tying teammate Alan Wu for the overall top score.

NEAML (nee-muhl) - New England Association of Mathematics Leagues. LHS was invited to the New England championships, and pulled out a second-place finish behind Canton. Though high scorers Weinstein, Shei, and Park were somewhat consoled by their seemingly random prizes of flexible flashlights and calendar clocks, all math teamers vowed that next year Canton would be defeated!

NEML (neh-muhl) - New England Mathematics League. A series of tests are given in various schools throughout the year, and each school submits its top six scores for each test. Lexington placed first this year, edging out the pesky Phillips Academy, and, of course, crushing the hated C

State Championships (your guess is as good as mine) - Various top math teams from across the state are invited to the championship, which is much like a normal math meet, only far larger. Lexington placed second to, surprise, surprise, Canton. All members of the team did, however, receive nifty sweatshirts which bore no reference to mathematics whatsoever. Also, of the approximately ten perfect scores at the entire meet, two were earned by LHS math teamers Weinstein and Wu.

University of Massachusetts Mathematics Championship - A team of four (Park, Shei, Wu, and Peter Litwack) beat 16 other schools in a Jeopardy-style competition.

Though the math team is losing several talented seniors to top colleges, Coach Rahman predicts continued success in the future, as underclass power-calculators rise to the top of the world of competitive mathematics. The LHS math team has surely found the formula for success.

-with reporting from Jean Park

The LHS boys' track team approached the finish line with a respectable 4-5 record and many individual personal bests.

photo by Sarah Day

Boys' track team closes season on winning note

by Aaron Adler and Steve Hart

The boys' track team finished the season strongly, winning their last two meets and bringing their record to 4-5. The boys triumphed over Belmont and Burlington. The record could easily have been 6-3 if it were not for disqualification in two close meets. The season was rounded out with the Salem Coca-Cola Track Classic and the E-Mass State Meet.

Lexington became concerned about the final dual meet against Burlington because junior superstar Tim Calvin had fallen ill. However, other members of the team stepped up to the competition and won easily. The meet began as expected, with a first in the 300 hurdles by senior Brian McGaughran (42.7) and a second place in that event by senior Ash Weaver (45.9). Senior J.P. Mahoney raced to second in the mile (5:08).

In the long jump, senior Artie Osborne took first (17'7") and junior Todd Rosenfield took second (17'3/"). Osborne also took first in the triple jump (35'7 fl"), a remarkable feat considering it was his first jump ever. The throwers proved handy with their "implements of war" with senior Dave Lee securing first place in the discus (136'5") and second place in the shot put (43'5 fi"). Senior Jeff Needham took second in the discus (121'2"), and junior Chris Reynolds (118'11") took third in javelin.

In the 110 hurdles senior Tom Kerr sped to second (17.3) while McGaughran (17.8) took third. Rosenfield (12.0), junior Dow-Ben Chi (12.1), and junior Seth Robertson (12.6) swept the 100 meter dash. Sophomore Josh Muller (54.1) and Rosenfield (55.5) raced to the first two places in the 400. In the 800, sophomore Steve Kerr (2:08.5) and junior Steve Hart took first and second, respectively. In the 200, senior Andrew Richards easily beat the pack (24.5), while Chi (25.4) took third. In the two mile Aaron Adler took care of the competition (10:21.8). Lexington won the 4x400 relay and the meet 81-54.

At the annual Salem Coca-Cola Track Classic, Lexington fired up the Hibachi to roast some spicy sausages which met coach Crosby's high standards. Crosby remarked, "We may have gotten fourth in the disc, but these spicy sausages are number one." In the competition the throwers showed their might as Lee finished fourth in the discus with a throw of 136 feet. Adler ran a P.R. in the 1600 (4:47.8). The 4x800 team (Hart, Richards, Rosenfield, Mahoney) were able to take fourth place (8:38.5).

The team sent a handful of competitors to the recent E-Mass Class meet at Bridgewater State College. Dave Lee was able to move on to the state meet June 1 with his third place throw. The team is losing many seniors this year. However, the team is hoping to rebuild and show its true strength next year. As senior Mike Hemond states with vigor, "the team's record does not really reflect the team's ability."

Senior Elanor Leskiw finds the window in Mr. Rahman's room the best place to contemplate sinusoidal functions.

photo by Joe Yoon

LHS scientists honored at int'l fair

From May 4 to May 11, senior Megan Lo, senior Cynthia Lin, and junior Felicia Kuo traveled to Tucson, Arizona to participate in the 47th International Science and Engineering Fair. Competing with 1000 students representing over 40 countries, these LHS students all garnered top honors in the fair.

Kuo received a Third Place Grand Award in Medicine and Health for her project "Lymphostimulatory Effects of Polylactosamine Sugars on Murine Spleen Cells."

For her project "Effect of p53 on the Clonogenicity and Apoptosis of Osteosarcomas," Lo received a Third Place Grand Award in Biochemistry and an award from the U.S. Army. She was also chosen to be the alternate to attend the London International Science Forum.

Lin received a First Place Grand Award in Medicine and Health for her project "The Effects of Growth Factors and Antioxidants on Glutamate Neurotoxicity." She also receive a first place award from the U.S. Patent and Trademark Office and an honorable mention from the American Physiological Society.

Girls end season with strong kick

by Lili Anderson

The 1996 girls' outdoor track and field team ended their successful 7-1 season with four strong wins against Stoneham, Melrose, Belmont, and Burlington. The team came back with spirited force in the last three weeks of the season after a heartbreaking loss to Reading. With this impressive push the team was able to snatch second place in the Middlesex League.

At the Massachusetts State Class A meet on Saturday, May 25, Lexington again showed its strength as the girls' team earned third place overall at the meet. In the two mile, junior Kristen Johansson powered her way to an impressive second place finish, with a personal best time of 11:49. Junior Hillary Donnellan won first place in the triple jump with an amazing leap of 35'5".

In the 100 meter dash, sophomore sensation Grace Licorish took third with a time of 12.6 seconds. Licorish also placed fourth in the long jump with a distance of 16'1.75". The Lexington girls shined in the 100 meter hurdles as well. Junior Carolyn Shank snatched second place in a time of 16.3 seconds, followed by senior Michele Guinane in sixth place, finishing in 17.1 seconds. Senior Petra Hagenah took fourth place in the javelin with a heave of 99'6".

The girls' relay teams put forth impressive performances across the board as well. The 4x800 team of senior Amy Porter, junior Chi-An Wang, junior Kristen Johansson, and junior Leslie King blazed to a second place finish in a time of 10:10. Sophomore Amie Shei, sophomore Kate Waller, junior Caitlin Wolfe, and junior Hillary Donnellan took fourth place in the 4x400 relay in a time of 4:15.8. In the 4x100 relay, sophomore Ebony Jack, senior Michele Guinane, sophomore Kathy Yang, and junior Ali Peters took fourth place with a time of 52.2 seconds.

Overall, the girls put forth a tremendous performance at the meet. Those girls who placed at the class meet will run at the All-State meet on Saturday, June 1.

Senior Lili Anderson prepares to dash past junior Sarah Day in a recent home meet... all their competitors are left behind in the dust.

photo courtesy of Sarah Day

Boys' lax fights its way into postseason play

by Cliff Brangwynne

This year's varsity boys' lacrosse team can be described with one adjective: resilient. The team has struggled throughout the spring to overcome obstacles arising from sickness, injury, field conditions, and grades. The Minutemen emerged from the regular season with a 7-7 record, barely qualifying for the state tournament.

The squad began the season with a weekend trip to New York and then to the Longmeadow tournament to prepare with some of the top teams in the region. The following week brought grueling practices, the season opener, and contagious whooping cough. Soon after the season opener a key player was sidelined for the entire season because he could not keep his grades up.

Next came the injuries. Senior power Jay Chisholm was plagued with back problems which kept his playing time to a minimum. Junior attackman Jeff Erickson would miss almost the entire second half of the campaign because of a shoulder injury. The most devastating blow to the team came with the loss of senior co-captain Shawn D'Abbraccio, whose ankle problems kept him off the field until the very end of the season. The entire first half of the season was also riddled with daily game cancellations due to rain. As a result, one week the team was forced to play five consecutive make-up games.

Though the boys' lacrosse team just missed a winning record, their enthusiasm and power this year was as strong as at any time in recent history.

file photo

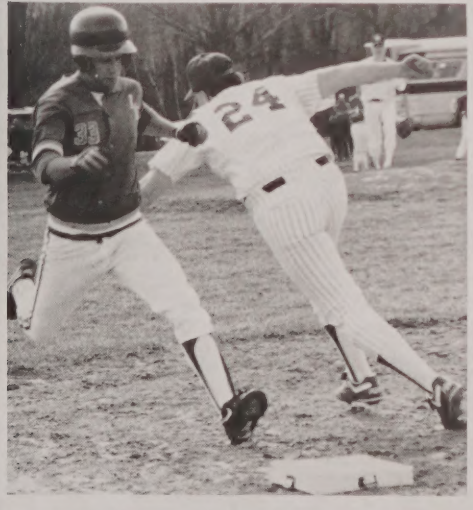
Accordingly, the regular season was rocky. The first game against Needham went into triple overtime only to be declared void because the referees failed to call the game off at a reasonable time. The team next played Weymouth. With the craziness of the opener and the other difficulties slowly emerging, Lexington showed up and was quickly sent home smarting from the powerful Weymouth offense.

After the difficult start Lexington went on to pound a number of teams including Medford and Matignon but were kept humble by such state contenders as Phillips Andover Academy and Billerica. However, the Minutemen proved that they could contend with their toughest competition.

Lexington's ups and downs did not keep them from tournament play. Entering the tourney with a 7-7 record the team felt it had something to prove. By some odd twist of fate Lexington was scheduled to play Needham in the first round, the same team they had tied in the first game of the year. The tournament game also went into overtime as Lexington made an impressive comeback to tie the game at the end of regulation. In overtime senior Anson James rifled a shot through the mesh to ice the game for Lexington, capping a hard fought, well deserved victory.

This year's squad was led by captains D'Abbraccio and league All-Star James, both midfielders. Also running both ends of the field were seniors Chisholm and Jeff Hodgdon, juniors Greg Costello, Ben Brearly, longstickers All-Star Dave Cavaretta and Dave Sweet, and sophomores All-Star Nick Campisi, Jeff Lopresti, Eric Wang, and Ethan Fried.

In the offensive zone were senior attackmen All-Star Todd Spellman and Frank Sespico, and juniors Jared Fotis, Andrew Dubeau, and Jeff Erickson. Protecting senior goalie Scott Sargent were senior defensemen Andrew "Benchpress" Benedick, All-Star Dave "Big Dog" Hunt, All-Star Cliff "The Milkman" Brangwynne, and juniors All-Star Morgan "Mountain" McDuffy and Jeff "Mufasa" McGaughran. Despite its regular season difficulties, Lexington has proven itself to be one of the strongest teams in the league and the state.



Lexington baseball's success brought joy to springtime.

file photo

Baseball's All-Stars shine

by J.R. Rudman

The LHS boys' baseball team capped another highly successful season this past week as they defeated a powerful Melrose team to push their record to 12 wins against only 8 losses, earning a berth in the MIAA state tournament for the second year in a row.

This was a season of questions for the Minutemen. Going into the season, one of the main questions surrounding the team was its lack of pitching depth. However, the lethal combination of senior tri-captain Scott Perry and junior Bobby Nasson proved to be a spectacular 1-2 combination and, with the help of spot starter Simi Rabinowitz, was more than enough for the Minutemen to be successful in Middlesex league play.

While the pitching was well above average, the team's offensive production was outstanding as well. Leading the way for the Minutemen this year were senior tri-captains Adam Fisher and Matt Kish(Kash)lansky. Both were also named to the prestigious All-League team along with Perry (Nasson was also named an All-Star).

"Going to the tournament is something that you will carry with you the rest of your lives."

-Coach Tom O'Grady

Kishlansky's specialty this season was the late-inning clutch hit. Three of the Minutemen's 12 wins can be attributed to Kishlansky heroics in the team's final at-bat. Fisher, meanwhile, had a normal season for him, if you call batting well over .300 normal. Despite getting off to his typical slow start, Fisher has been on fire as of late and will be heavily relied upon in post-season play.

The supporting cast was also a key part in the team's success this year. Besides the names mentioned above, players including seniors Steve Reich and Chris Kelly, juniors Mike Sperandio and Ben Bines, sophomores Eric Armstrong and Ben Caram, and freshman sensations Tom Bellini and Mike McGirr all played key roles in games throughout the season.

All in all, the Minutemen should be justly proud of their accomplishment this year, most notably their state tournament berth. As Head Coach Tom O'Grady said to his players, "Going to the tournament is something that you will carry with you the rest of your lives."

Lacrosse stars Laura Ginns and Sarah Goldfine storm a Winchester opponent.

photo by Mrs. Ginns

Girls' lax finishes dream season, storms into tourney

by Associated Press

From beginning, the Lexington girls' varsity lacrosse team had a feeling that this would be a season to remember. No one imagined, however, that it would be so sweet. The squad is ranked #1 in the state under the dynamic leadership of Massachusetts coach of the year Ellen Vera. Their 14-0 record is just an indication of the team's talent. On average, they have scored 15 goals per game while their opponents have averaged only five.

Senior All-Scholastic Lauren Kidney and senior All-Star Amanda Mahoney have led the attack. Their skill and speed allow them to blow by most defenders, while senior All-Star Laura Ginns' swift cradle fakes out most goalies.

At center, All-Star senior Katrina Zorka uses her long reach to snatch a very high percentage of draws and her great running ability to control the mid-field play. Senior All-Star Kareen Kreutziger and senior All-Star Jen O'Connor team up to form a dynamic defensive duo. O'Connor's checks combined with Kreutziger's aggressive reach consistently throw opponents off guard.

All-Scholastic goalie senior Ginnie McCauley is considered the top goalie in the state. Her quickness, athleticism, and ability to read the oncoming shot allows her to block a phenomenal percentage of shots on goal.

But what makes Lexington so amazing is that every player possesses so much lacrosse ability. Seniors Anna Riera and Lisa Rycroft combine to form a major force on attack. The senior duo of Taryn Elacqua and Liz Ryan are tenacious defenders who double-team extremely effectively. Furthermore, next year there will be a large group of seniors returning to the team.

The team heads into the tournament with great enthusiasm and momentum. Next year the graduating class will continue to play at Hobart and William Smith, Villanova, University of Rochester, Amherst College, and Boston College. But they will always be remembered for their dedication, spirit, and contributions to the girls' lacrosse program at LHS.

Junior Aaron Adler strives to finish his daily 10-mile jog.

photo by Joe Yoon

League rivals set to clash in state tennis tournament

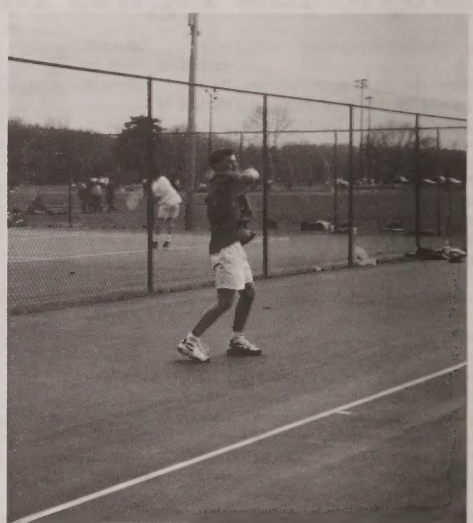
by Associated LHS Press

The boys' tennis team finished yet another stellar season, compiling a record of 16-2. Number one singles player Fabien Rabanal earned All-Star honors, losing only twice during the regular season. The first doubles team of Bryant Lee and Owen Patrick, also All-Stars, lost only once during the regular season and were semifinalists in the state individuals tournament.

On Friday, May 31, Coach George Mechem's gold team rolled over their first round opponent in the Division I State Tournament. Chelmsford won only eight games in five matches as Lexington swept 5-0. Rabanal and second singles player Nick Bartlett both posted "double-bagels" over their victims, while Jon Plumb continued his undefeated season with a 6-1, 6-1 win at third singles. Meanwhile, Lee and Patrick disposed of Chelmsford's first doubles team, 6-0, 6-0, and David "Donkey" Kong and Jon Behar made their return to second doubles with a 6-2, 6-4 win.

> "This is the match we've been waiting for. We've got something to prove, and this is our chance to do it. If and when we beat Winchester, we're going all the way to the state finals."
>
> *-Tennis captain Jon Plumb*

Winchester, Lexington's next opponent, poses a significant challenge as well as a chance at revenge. The two teams split this year, but Winchester came away with the league title. "This is the match we've been waiting for. We've got something to prove, and this is our chance to do it. If and when we beat Winchester, we're going all the way to the state finals," Plumb said confidently.



Tennis captain Jon Plumb scratches his back in an effort to get to that hard-to-reach itch...or maybe he's just getting ready to hit a tennis ball.

photo by Mrs. Plumb

'95-'96 Varsity Scoreboard

Cross Country	Indoor Track	Outdoor Track
Boys' 6-3	Boys' 6-2-1	Boys' 4-5
Girls' 8-1	Girls' 8-1	Girls' 8-1
Field Hockey 13-2-3	Ice Hockey 4-10-3	Baseball 12-8
Football 3-5	Wrestling 20-0	Softball 10-5
Golf 5-2-2	Basketball	Tennis
Soccer	Boys' 4-14	Boys' 17-2
Boys' 3-13-2	Girls' 6-12	Girls'
Girls' 3-12-3	Boys' Swimming 3-2	Lacrosse
Girls' Swimming 7-0		Boys' 7-7
Volleyball 12-8		Girls' 15-1